



Part of the Norfolk Local Offer for Learners with
Special Educational Needs and Disabilities (SEND)

Welcome to our SEND Information Report (Also known as the School Local Offer) which is part of the Norfolk Local Offer for learners with Special Educational Needs and/or Disabilities (SEND). All governing bodies of maintained schools now have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information will be updated annually. Click here for a link to Norfolk's Local SEN Offer

Our Approach to Teaching Learners with SEND:

At Nelson Infant school we are committed to working together with all members of the school community to meet the needs (academic, social, emotional and behavioural) of our children. Our aim is that all pupils, including Gifted and Talented pupils and those with Special Educational Needs and/or Disabilities (SEND), will have the opportunity to reach their full potential and make good progress in a positive and stimulating environment.

At different times in their school life a child may have a Special Educational Need. The Code of Practice defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. Have a significantly greater difficulty in learning than the majority of others of the same age, or**
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."**

Our SEN profile at Nelson Infant School for 2014-15 shows that we have 13 % of children identified as having SEN, and about 22% of these children with SEN have an Education Health and Care Plan (EHCP – previously a Statement) or a Statement.

This is made up of the following groups:

- 17% linked to Cognitive and Learning
- 57% linked to Communication and Interaction
- 17% linked to Physical and Sensory.
- 9% Social, emotional and mental health needs.

There can be many reasons for learners to ‘fall behind’ their peers academically. These may include absences from school, moving schools, difficulties with speaking English or other worries which distract them from their learning. We understand that children who experience these barriers to learning are vulnerable. If your child’s progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching, it may be that they do have SEN.

Our School Offer:

The purpose of this Information Report is to enable parents and carers to see more clearly what is available for children at Nelson Infant School.

It takes the form of answers to questions that are frequently asked by parents and carers.

If you would like any further information please refer to the contacts section at the end of the document.

The glossary at the end explains some of the references and terms you will come across as you read.

How will the curriculum <i>in class</i> be adapted to support my child?	<ul style="list-style-type: none">• Whether your child has SEN or not, the class teacher , supported by the Teaching Assistant (TA), is responsible for matching lessons and differentiated plans to the individual needs of the children. Quality first teaching in class will provide activities appropriate to their level or learning. Planning is targeted to the specific needs of individual children.• Teachers and TAs work together to provide a combination of whole class, small group and individual support within lessons.• Teachers use many different strategies to adapt access to the curriculum. These might include visual timetables, lap-tops, pencil grips, social stories or positive behaviour reward systems amongst others.
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<p>How does Nelson Infant School know if children need extra help?</p>	<ul style="list-style-type: none"> • Throughout the year the children’s progress is regularly monitored against National and age related expectations. Teachers are quick to notice and raise any concerns. • If a child’s lack of progress or their well-being, safety or behaviour becomes a barrier to their learning then this will be addressed. • Teachers will discuss their concerns with the SENDCo and also with you, the parents and carers.
<p>What should I do if I think my child may have a Special Educational Need?</p>	<ul style="list-style-type: none"> • There is an ‘open door’ policy at Nelson Infant School, so if you have any concerns about the progress of your child you can arrange to speak to the class teacher at the end of the day. You don’t have to wait until the ‘Parent’s Evening’! • Alternatively, you can make an appointment to see the Head Teacher, Mr Wood or SENDCo, Ms Kathy Riviere.
<p>What support is available <i>in addition</i> to the learning in the classroom?</p>	<ul style="list-style-type: none"> • If your child is identified as having needs ‘<i>additional to and different from</i>’ those of the class then extra support will be required. Interventions (activities outside the classroom) may be suggested. This will be discussed with you and a ‘Learning Plan’ with targets will be put into place for your child. • At Nelson Infant school we have a skilled team of Additional Needs TAs who work with individuals or small groups on these ‘Interventions’ to provide the extra support needed by children with SEN. • This year our team will provide the following interventions – Nurture Group, Talk Boost, Time to Talk, Fine Motor Skills, Catch-up Reading and Numicon maths.
<p>How will you know what progress my child is making?</p>	<ul style="list-style-type: none"> • Whether in class or during extra ‘interventions’, your child’s progress is the responsibility of their class teacher. This will also be monitored by the TA working with them and overseen by the SENDCo too. • At the start of any intervention a baseline assessment will be done to give us a starting level for your child. This will help us to monitor their learning. • All interventions are recorded on a school Provision Map. This is shared with colleagues at the Norwich Community West Cluster. This allows us to share and promote consistent good practice.
<p>How will I know what progress my child is making?</p>	<ul style="list-style-type: none"> • Your child’s Learning Targets will be regularly updated and shared with you. • Progress will also be discussed formally with you at ‘Parent Evening’ consultations. • At other times, you are always welcome to discuss your child’s progress informally with your class teacher.

<p>What support is there available for my child's overall well-being?</p>	<ul style="list-style-type: none"> • At a whole school level we have a School Charter of Behaviour, based on the UNICEF Rights and Responsibilities of the Child. Each class has their own class rules and a Class Charter on display. • We are also a SEAL school, which means that we focus weekly on various aspects of the SEAL curriculum through Assemblies, activities and Circle Time discussions. We always have a focus on bullying during National 'anti-bullying week'. • If it is appropriate, your child may be invited to be part of the Nurture Group. This is a small group set up to support children who need additional help with social and emotional needs.
<p>How can Nelson Infant school support my child's medical or physical needs?</p>	<ul style="list-style-type: none"> • The Staff at Nelson Infant School has recent experience of supporting children with a variety of physical and medical needs. These include Diabetes, severe allergies, visual or hearing impairment, Cerebral Palsy, Arthogryposis and ADHD. • Details of pupils' medical and physical needs are kept on a register by the School Office and shared with class teachers. These are regularly updated. • If your child has a severe allergy the whole school staff will be aware of it. Epi-pen training is received from a trained Nurse where appropriate. • In these cases a detailed Care Plan will be drawn up, in consultation with you, to ensure your child is safe. • When appropriate, training will be undertaken to enable us to support your child's physical or medical need. • The school has facilities to make it accessible to all, including a disabled toilet, ramps, a hoist for disabled swimmers, highlighted lines to support individuals with a visual impairment, a hearing loop system and sound systems in 2 classrooms. • Some staff are trained to use Sign Language (BSL or Sign-along)
<p>What happens if my child needs more help than you can provide in school?</p>	<ul style="list-style-type: none"> • At times it is necessary to consult with external agencies to receive their more specialised advice to support your child. At Nelson Infant school we have good relationships and communication with many such agencies. • As part of the Norwich Community West Cluster, Nelson Infant School buys into a support package which gives us regular access to an Educational Psychologist, An Advisory Support Teacher and a team of Speech and Language Therapists (SLT). If we feel your child would benefit from the specialist support of any of these people we will discuss it with you and make a referral. They then come into school, observe your child and talk to you. They can then offer us ideas to further help your child.

<p>So which specialist services and expertise can be accessed by the school?</p>	<p>These are some of the specialists and agencies which the school has used and can use to support your child if appropriate:</p> <ul style="list-style-type: none"> • Educational Psychologist • Advisory Support Teacher • Speech & Language Therapist • Parent partnership • School Nurse • CAMHS (Child and Adolescent Mental Health Service) • Occupational Therapist • The Short Stay School • Physiotherapist • School 2 School Support (Advice from Specialist Schools) • Traveller Support • The Virtual School (Support for children with a Sensory Loss) • The Clare School (A school for 3-19 year olds who have complex physical, sensory and medical needs) • Access Through Technology (Providing Equipment to support children to communicate and learn) • Autism Support • Behaviour Support • Social Services
<p>How will my child be included in extra curriculum activities and school trips?</p>	<ul style="list-style-type: none"> • The school carries out risk assessments for all children including those with SEN before any school outing. • Our policy is to include all children unless there is a risk to their safety and/or the safety of others. Parent or carers may be asked to attend if necessary. • Wherever possible, all children will be able to access after school clubs within the limits of spaces available. Some of the after school clubs we provide are – choir, football, country dancing, cookery, Eco club and Art. Keep an eye out for letters and posters telling you about when these may start each term!
<p>How will Nelson Infant school prepare my child for joining the school and/or transition to Junior school?</p>	<ul style="list-style-type: none"> • Before your child arrives with us the teacher will always read any available files and reports about your child and note and special needs or concerns. They will liaise with you to make the start of school as smooth as possible. • When transferring to a new school we always discuss the children with the new teachers. If your child has SEN or a medical or physical additional need, then this too will be discussed with the new teacher and SENDCo (with your permission). • We are committed to working with parents/carers to plan transition. Some of the ways we already support children in their move to Junior School are as follows: extra class/school visits, social stories, Transition booklets containing photos, and meetings with the next teacher.

Have your say...

This local offer has been produced with pupils, parents, carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

Contacts:

Head teacher – Mr Nigel Wood
Deputy Head – Mrs Rachel Barker
SENDCo – Ms Kathy Riviere
SEND Governor – Mrs Sheila Wigg

Date written: August 2014

Date agreed by Governors: Nov 14

Date shared with parents: 30th Sept 2014

Date of next review: July 2015

Glossary:

EHCP - Education Health and Care Plan - previously called a Statement:

Interventions - Additional learning activities, often outside the classroom, which support children with SEN.

Provision Map - This describes the Interventions and actions that we undertake at Nelson Infant school to support learners with SEN across the year groups. We modify the provision map regularly as it changes every year.

SEAL – Social and Emotional Aspects of Learning. A full curriculum of Assemblies, lesson plans and activities designed to develop children’s understanding of their own social and emotional needs and those of others around them.

SEND – Special Educational Needs or Disabilities. Paragraphs 6.27 – 6.35 of the 0-25 SEND Code of Practice set out four areas of SEN:

- Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others
- Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy
- Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing
- Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children and young people may have SEN that covers more than one of these areas.

SENDCo/SENCo - Special Educational Needs (and Disabilities) Co-ordinator - A SENDCO is a qualified teacher in a school who has responsibility for co-ordinating SEND provision. Nowadays they have to have qualified with the National Award for SENCos.

TAs – Teaching Assistants.